

4 month reporting date 4/20/06 received  
8 month reporting date 8/02/06  
12 month completion date 12/02/06  
Closed 6/06/06

## Leola School District Improvement Plan/Progress Report Form

### Scheduled Date of Completion:

#### Principle 1 : General Supervision

**Present levels:** ARSD :05:16:01.02. Adequate supply of qualified personnel. The division's comprehensive system of personnel development shall include an analysis of state and local needs for professional development for personnel to serve children with disabilities. The analysis shall include, at a minimum:

- (1) The number of personnel providing special education and related services;
- (2) Relevant information on current and anticipated personnel vacancies and shortages, including the number of individuals described in subdivision (1) with temporary certification; and
- (3) Relevant information on the extent of certification or retraining necessary to eliminate these shortages that is based, to the maximum extent possible, on existing assessments of personnel needs.

Based on interviews with school personnel, the review team found that the Leola district does not employ a certified early childhood special education teacher in spite of the fact they have children in an early childhood setting who must be served by a qualified individual.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Leola School District will employ a certified early childhood special education teacher in order to serve children in an early childhood setting who must be served by a qualified individual.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The Leola District will meet the requirements for Qualified Personnel.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

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What will the district do to improve?  <b>The district will apply for an Authority to Act.</b>  What data will be given to SEP to verify this objective?	<b>March 1, 2006</b>	<b>Special educator</b>	<b>Met May 16, 2006</b>
Please explain the data (4 month) <b>The district will apply for an Authority to Act.</b>			
Please explain the data (8 month)			
Please explain the data (12 month)			

<b>Principle 1: General Supervision</b>
<p><b>Present levels:</b>  <b><u>ARSD 24:05:22:03 Certified child.</u></b>          A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee.</p> <p>Based on the evaluations given, the review team was unable to verify eligibility or educational impact for a child currently being served. While there were references to a doctor's evaluation, actual scores were not reported. The district needs to conduct a comprehensive evaluation in all areas of suspected disability and determine eligibility and educational need. The district needs to either complete a comprehensive evaluation in all areas of suspected disabilities or obtain additional information from the doctor's evaluation to allow an informed decision about the student's eligibility and the educational impact of the child who is currently being served.</p>
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.          The district will conduct a comprehensive evaluation in all areas of suspected disability and determine eligibility and educational need.</p>
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p><b>The district will conduct a comprehensive evaluation in all areas of suspected disability at which time eligibility and need will be determined by the IEP team.</b></p>

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the district do to improve? <b>Conduct Comprehensive evaluations in all areas of suspected disability.</b> What data will be given to SEP to verify this objective? <b>Submission of Multidisciplinary Report and IEP cover page.</b>	<b>April 1, 2006</b>	<b>Special Educator</b>	<b>Met May 16, 2006</b>
Please explain the data (4 month) <b>The student has been removed from child count.</b> <b>The district has submitted documentation to support objective/goal</b>			
Please explain the data (8 month) .			
Please explain the data (12 month)			

#### **Principle 4: Procedural Safeguards**

##### **Present levels: ARSD 24:05:30:15 Surrogate parent**

Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of the child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. The district shall ensure that the person selected as a surrogate has no interest that conflicts with the interest of the child the surrogate represents and has the knowledge and skills that ensure representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents. A person assigned to be a surrogate parent may not be an employee of a public agency that is involved in the education or care of the child.

Through interviews and file reviews, the monitoring team decided that the district has not trained or certified surrogate parents and does not have a list of individuals who may serve as surrogate parents.

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 Leola School District will have a list of trained and certified individuals who may serve as surrogate parents.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
**Leola School District will have a list of surrogate parents on file.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the district do to improve? <b>Compose a list of trained persons to serve as surrogate parents.</b> What data will be given to SEP to verify this objective? <b>The district will submit the list of Surrogate parents to SEP.</b>	<b>February 28, 2006</b>	<b>Sped. Director</b>	<b>Met May 16 2006</b>
Please explain the data (4 month) <b>List will be submitted to state.</b>			
Please explain the data (8 month)			
Please explain the data (12 month)			

**Principle 5: Individualized Education Program**

**Present levels: ARSD 24:05:27:01.03. Content of individualized education program**  
 Each student's individualized education program shall include a statement of the student's present levels of educational performance.

The monitoring team determined that the present levels of performance did not include the transition component (3 out of 3 students of transition age). Additionally, student strengths and weaknesses were not consistently reported nor based on functional information. As a result, IEP goals were not always measurable and observable.

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<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Leola School District 's present levels of performance for students of transition age (16 and older) must include the transition component. Additionally, student strengths and weaknesses need to be reported and be based on functional information.			
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>The district will write IEP goals based on the PLOP which is linked to the functional assessment and will include transition components for students 16 years and older.</b>			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the district do to improve? <b>The district will write the PLOP, including the student's strengths and weaknesses, based on functional assessments.</b> What data will be given to SEP to verify this objective? <b>One IEP including transition and one speech IEP.</b>	<b>May 1, 2006</b>	<b>Special educator, Speech Therapist</b>	<b>Met May 24, 2006</b>
Please explain the data (4 month) <b>Complete and submit a comprehensive evaluation including transitional components.</b> <b>Complete and submit a speech IEP.</b>			
Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? <b>The district will write measurable annual goals linked to the PLOP.</b> What data will be given to SEP to verify this objective? <b>One IEP including transition and one speech IEP.</b>	<b>May 1, 2006</b>	<b>Special educator, Speech therapist</b>	<b>Met May 24, 2006</b>

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Please explain the data (4 month)  
Complete a comprehensive evaluation including transitional components.  
Complete a speech IEP

Please explain the data (8 month)

Please explain the data (12 month)

3. What will the district do to improve?

**The district will include transition component in the PLOP for students 16 years and older.**

What data will be given to SEP to verify this objective? **One IEP including transition and one speech IEP.**

**May 1, 2006**

**Special  
educator,  
Speech  
therapist**

**Met May 16, 2006**

Please explain the data (4 month)  
Complete a comprehensive evaluation including transitional components.  
Complete a speech IEP

Please explain the data (8 month)

Please explain the data (12 month)